**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Making sure we have ample time to ask questions so children can justify their answers. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Read the story of Goldilocks and the Three Bears. Sort and compare the sizes of real bowls, chairs and stuffed animal bears. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Watch the interactive lesson 9-1. Stop and ask how and why questions.  Focus on the following vocabulary words  Large, larger largest  Big, bigger, biggest  Small, smaller, smallest | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Use the vocabulary words above to label the bowls, chairs and bears and ask “How did you know and why did you sort and label them that way.”  Or use 153 Student edition to sort different sizes of plates, cups, etc. again stopping to ask the how and why questions. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Journal Activity.  Have children draw three items and label them using the vocabulary words then share journals with their partners and explain why they labeled them that way.  Or Guided practice activity from Student edition p154 |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Student edition p. 154 A  Have students justify their answers with their partners or with the teacher. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Quick Check 9-1 or 9-1 online quiz. |